

# Grant Application Package

Opportunity Title:	Office of Elementary and Secondary Education (OESE): Hi
Offering Agency:	U.S. Department of Education
CFDA Number:	84.141
CFDA Description:	Migrant Education High School Equivalency Program
Opportunity Number:	ED-GRANTS-122914-002
Competition ID:	84-141A2015-1
Opportunity Open Date:	12/29/2014
Opportunity Close Date:	02/12/2015
Agency Contact:	<p>[REDACTED] Education Program Specialist [REDACTED] Phone: 2022602067</p>

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name: Northern New Mexico College

## Select Forms to Complete

### Mandatory

[Application for Federal Assistance \(SF-424\)](#)

[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)

[Other Attachments Form](#)

[Assurances for Non-Construction Programs \(SF-424B\)](#)

[Grants.gov Lobbying Form](#)

[Disclosure of Lobbying Activities \(SF-LLL\)](#)

[ED GEPA427 Form](#)

[ED SF424 Supplement](#)

[ED Abstract Form](#)

[Project Narrative Attachment Form](#)

[Budget Narrative Attachment Form](#)

### Optional

## Instructions

[Show Instructions >>](#)

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

**Application for Federal Assistance SF-424**

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Cnrected Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<input type="text"/> <input type="text"/>
* 3. Date Received:	4. Applicant Identifier:	
02/11/2015	<input type="text"/>	
5a. Federal Entity Identifier:	5b. Federal Award Identifier:	
<input type="text"/>	<input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Northern New Mexico College		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 856000545		* c. Organizational DUNS: 9434024120000
<b>d. Address:</b>		
* Street1:	921 Paseo de Onate	
Street2:	<input type="text"/>	
* City:	Espanola	
County/Parish:	Rio Arriba	
* State:	NM: New Mexico	
Province:	<input type="text"/>	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	875322649	
<b>e. Organizational Unit:</b>		
Department Name:	Division Name:	
<input type="text"/>	<input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	* First Name:	<input type="text"/>
Middle Name:	<input type="text"/>	
* Last Name:	<input type="text"/>	
Suffix:	<input type="text"/>	
Title:	<input type="text"/>	
Organizational Affiliation:		
Office of Institutional Advancement		
* Telephone Number:	<input type="text"/>	
* Email:	<input type="text"/>	

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

\* Other (specify):

Native American Serving

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education\_High School Equivalency Program

### \* 12. Funding Opportunity Number:

ED-GRANTS-122914-002

\* Title:

Office of Elementary and Secondary Education (OESE): High School Equivalency Program (HEP) CFDA Number 84.141A

### 13. Competition Identification Number:

84-141A2015-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

 Add Attachment Delete Attachment View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Northern New Mexico College High School Equivalency Program: Academic Instruction, Support Services and Financial Resources for Migrants/Seasonal Farmworkers Pursuing a High School Equivalency Diploma

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

## Application for Federal Assistance SF-424

### 16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
----------------------	---	--	--

### 17. Proposed Project:

\* a. Start Date:

\* b. End Date:

### 18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,308,087.00"/>
* b. Applicant	<input type="text" value="75,000.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,383,087.00"/>

### \* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

### \* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

Yes  No

If "Yes", provide explanation and attach

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
----------------------	---	--	--

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

### Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:  02/11/2015

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Northern New Mexico College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	226,464.00	230,817.00	235,255.00	239,783.00	244,401.00	1,176,720.00
2. Fringe Benefits	82,656.00	84,243.00	85,862.00	87,513.00	89,197.00	429,471.00
3. Travel	6,950.00	6,950.00	6,950.00	6,950.00	6,950.00	34,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,550.00	7,550.00	7,550.00	7,550.00	7,550.00	37,750.00
6. Contractual	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	19,000.00	19,000.00	19,000.00	19,000.00	19,000.00	95,000.00
9. Total Direct Costs (Lines 1-8)	345,120.00	351,060.00	357,117.00	363,296.00	369,598.00	1,786,191.00
10. Indirect Costs*	27,610.00	28,085.00	28,569.00	29,064.00	29,568.00	142,896.00
11. Training Stipends	75,800.00	75,800.00	75,800.00	75,800.00	75,800.00	379,000.00
12. Total Costs (Lines 9-11)	448,530.00	454,345.00	461,486.00	468,160.00	474,956.00	2,308,087.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No  
(2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

- (3) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization	Northern New Mexico College
<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>	

## SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

## SECTION C - BUDGET NARRATIVE (see instructions)

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  [Redacted]	TITLE  [Redacted]
APPLICANT ORGANIZATION  Northern New Mexico College	DATE SUBMITTED  02/11/2015

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Northern New Mexico College		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: [REDACTED]	* First Name: [REDACTED]	Middle Name: [REDACTED]
* Last Name: [REDACTED]	Suffix: [REDACTED]	
* Title: [REDACTED]		
* SIGNATURE: [REDACTED]	* DATE: 02/11/2015	

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Northern New Mexico College * Street 1: 921 Paseo de Onate      Street 2: * City: Espanola      State: NM: New Mexico      Zip: 875322649 Congressional District, if known: NM-003		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>        		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant Education_High School Equivalency Program  CFDA Number, if applicable: 84.141	
<b>8. Federal Action Number, if known:</b>  	<b>9. Award Amount, if known:</b> \$  	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: [REDACTED] * First Name: [REDACTED] Middle Name: [REDACTED] * Last Name: [REDACTED] Suffix: [REDACTED] * Street 1: 921 Paseo de Onate      Street 2: * City: Espanola      State: NM: New Mexico      Zip: 875322649		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: [REDACTED] * First Name: [REDACTED] Middle Name: [REDACTED] * Last Name: [REDACTED] Suffix: [REDACTED] * Street 1: 921 Paseo de Onate      Street 2: * City: Espanola      State: NM: New Mexico      Zip: 875322649		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: [REDACTED]		
*Name: Prefix: [REDACTED] * First Name: [REDACTED] Middle Name: [REDACTED] * Last Name: [REDACTED] Suffix: [REDACTED]		
Title: [REDACTED] Telephone No.: [REDACTED] Date: 02/11/2015		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	<a href="#">Add Attachment</a>	<a href="#">Delete Attachment</a>	<a href="#">View Attachment</a>
--	--------------------------------	-----------------------------------	---------------------------------

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Address:

Street1:	921 Paseo de Onate
Street2:	[REDACTED]
City:	Espanola
County:	Rio Arriba
State:	NM: New Mexico
Zip Code:	87532-2649
Country:	USA: UNITED STATES

Phone Number (give area code)      Fax Number (give area code)

[REDACTED]	[REDACTED]
------------	------------

Email Address:

[REDACTED]
------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes     No     Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes     No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: [REDACTED]

No Provide Assurance #, if available: [REDACTED]

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

[REDACTED]	Add Attachment	Delete Attachment	View Attachment
------------	----------------	-------------------	-----------------

## **Abstract**

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## **You may now Close the Form**

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment:

## Project Narrative File(s)

---

\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#) [Delete Mandatory Project Narrative File](#) [View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#) [Delete Optional Project Narrative File](#) [View Optional Project Narrative File](#)

## Budget Narrative File(s)

---

\* Mandatory Budget Narrative Filename:

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

---

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**NORTHERN NEW MEXICO COLLEGE HIGH SCHOOL EQUIVALENCY  
PROGRAM: ACADEMIC INSTRUCTION, SUPPORT SERVICES & FINANCIAL  
RESOURCES FOR MIGRANTS/SEASONAL FARMWORKERS PURSUING A  
HIGH SCHOOL EQUIVALENCY DIPLOMA**

**TABLE OF CONTENTS**

Need For and Significance of Project .....	1
Quality of Project Design .....	6
Quality of Project Services .....	13
Quality of Project Personnel .....	15
Quality of Management Plan .....	16
Adequacy of Project Resources .....	20
Quality of Project Evaluation .....	23

**1. NEED FOR AND SIGNIFICANCE OF PROJECT****1.i. The magnitude of the need for the services to be provided.**

New Mexico (NM) is one of the few “minority-majority” states in the United States. Hispanics represent more than half of the population. As a border state, NM has had a long history of melding cultures, languages, and peoples. The project’s service area of northern New Mexico (Rio Arriba and Santa Fe Counties) is also unique in its ethnic distribution, including eight Northern Pueblo Tribes, the Jicarilla Apache Tribe, and century’s old Hispanic communities with deep ties to the land. Northern New Mexico (NNM) is home to 220,274 residents, 83.6% of the population is Hispanic and 60% speak Spanish at home.<sup>i</sup> Ranching, farming, logging, and agriculture businesses have been passed down for generations (farmland is 46.7% of farm land use and woodland is 48.6%). Cattle, horses, sheep, elk and buffalo graze the land year-round and forage-land is used for hay. Farmers in the region grow apples, berries, cucumbers, onions, potatoes, pinto beans and chili.<sup>ii</sup> Despite its richness in agriculture and livestock, the service area is an historically underrepresented, socioeconomically challenged, and a rural population that is geographically dispersed over 9,700 square miles and struggles with various financial and social barriers such as unemployment, poverty, low educational attainment, low wages, substandard housing, and few educational prospects for residents. NNMC HEP will serve 80 HEP participants per year, though the magnitude of the need is much higher in the target area, as shown by the following:

- 1. Large number of migrant and seasonal farmworkers:** Approximately 27,290 are employed in the NM agriculture industry (majority of those being migrant) working on 24,721 farms on over 43.2 million acres (73% increase from 1992-2012).<sup>iii</sup> New Mexico is ranked 13<sup>th</sup>

in the nation for growth rates of organic acreage and 27<sup>th</sup> for growth in number of farms. Rio Arriba County is the 4<sup>th</sup> largest county in NM and the 5<sup>th</sup> largest employing farmworkers.<sup>iv</sup>

**2. Economic, health and social barriers:** NNMC's service region is defined as economically disadvantaged with an unemployment rate of 7.6% (NM 6.4%, US 5.8%), 30% live in poverty, and 44% lack secure employment.<sup>v</sup> NNMC's service area is one of the poorest areas with 30% living in poverty (NM 21.5%, US 14.5%) and ranks 49<sup>th</sup> in US for children living in high-poverty areas and 43% of children live in single parent homes (36%).<sup>vi</sup> The median household income of those with no high school diploma or equivalent is \$17,091;<sup>vii</sup> 72% are eligible for SNAP benefits; and an average of 83% (62.9%, US 44.6%) of students receive free and reduced lunches in our service area;<sup>viii</sup> 29% of Rio Arriba residents do not have health insurance mainly due to high poverty rates and low ratio of living wage jobs with benefits.<sup>ix</sup>

**3. Low reading comprehension:** Hispanic youths are the least likely to earn a high school diploma.<sup>x</sup> 79% of NM 4th graders are **not** proficient in reading (83% Hispanics and 93% Native American) and 77% are **not** proficient in math. Nationally, NM ranks **last** in the percent of 4<sup>th</sup> graders who can read proficiently. In our target area (8 school districts), 60% of 4<sup>th</sup> graders are not proficient in reading and 72% of 8<sup>th</sup> graders are not proficient in math.<sup>xi</sup>

**4. Low high school completion:** In NM, a major cause for not having secure employment is the lack of a high school equivalency credential (HSE). In our target area 23.7% of 18 to 25 year-olds lack a high school diploma; 16% of household heads lack a high school diploma and our target area has the 3<sup>rd</sup> highest dropout rate in New Mexico. Dropout rates for our target area are in Table 1 below:<sup>xii</sup>

**TABLE 1: Target Area Dropout Rates**

Chama – 24%	Dulce – 28%	Española – 37%	Mesa Vista–28%
Peñasco – 23%	Pojoaque – 23%	Questa – 35%	Santa Fe – 38%

Low per capita income, high unemployment, poverty and dropout rates, and health issues pose a powerful impediment to educational advancement, as students have few resources for meeting their educational goals. Considering all the factors addressed, the magnitude for NNMC HEP is significant for the target area.

**1.ii. Focus on serving or otherwise addressing the needs of disadvantaged individuals.**

The need for a HEP program at NNMC is evident by high dropout rates, poor academic achievement, poverty, insufficient healthcare, language barriers, high unemployment rates, and transportation challenges. NNMC HEP will serve 80 MSFs and their families annually by providing intensive instruction and support services in which 75% of students earn a New Mexico HSE credential, and 75% of attainers will transition to postsecondary education, training, upgrade employment or enlist in the military. NNMC HEP will address the needs of disadvantaged farmworkers as follows:

**1. Recruitment:** Outreach will be conducted in Spanish and English. NNMC has established strong working relationships and has collaborative agreements with agencies and school districts serving MSF that facilitate the identification of students with the greatest needs. Collaboration with these groups, the private sector, local school districts, community outreach groups, and faith-based organizations, maximizes support services, resources, and educational and employment opportunities.

**2. Instruction-intensive and flexible:** NNMC HEP will be a commuter program providing intensive, rigorous English/Spanish HSE instruction. HSE preparation will be tailored to MSF that is culturally and linguistically relevant and includes family and community. Instructors will employ hands-on instructional models with small group and/or one-on-one instruction, active student participation, frequent student progress meetings, pre-and post-tests, homework, in-class

assessments and OPT scores to assess progress. In preparation for the HSE exam and postsecondary transition, computer instruction will be integrated into content courses.

**3. Service design:** This will be a commuter program designed to accommodate participating students with family and work responsibilities, by offering day and evening classes five days per week. The academic year will be divided into two 6-week terms per semester with two level groups. Students are assessed at intake and at the end of each term to determine areas of instructional focus, progression into next leveled group and HSE test readiness. The program will also provide meal vouchers and transportation stipends.

**4. Access to support services:** To assist students transitioning into higher education, work and military service, NNMC HEP will work with its partners to provide workshops, events and activities for MSFs. Service partners include NNMC Disability Services, CAMP, ABE/ESL, Financial Aid, EOC, Student Advisement, NM Workforce Solutions, employers, military recruiters, and community and faith-based organizations that help with food, housing and other needs. In addition to core subject and computer classes, we will offer: Skills Mastery Classes; self-paced on-line programs; interagency workshops; STEM Academy; and additional tutoring sessions through the College Student Success Center.

**5. Need-based assistance:** NNMC HEP will provide participants with financial and transportation assistance to and from class, a daily meal voucher for students attending class, need-based childcare and healthcare assistance, and referrals to local clinics who provide free and low-cost services.

**1.iii.** The extent to which specific gaps/weaknesses in services, infrastructure, or opportunities have been identified and will be addressed, including the nature and magnitude of those gaps.

The need for NNMC HEP is evidenced in the lack of programs for MSF, support services, infrastructure, and opportunities in the service area to help MSF and their families attain a HSE.

**1. Lack of HSE preparation options:** There are 7,468 adults needing a HSE in the target area.<sup>xiii</sup> The local HSE program is not prepared to serve MSF and their families: classes are held only during the day; tutoring is nonexistent; there is no HSE in Spanish; no computer classes; and NO financial assistance. NNMC HEP program will provide: flexible course schedules to accommodate work schedules; intensive one-on-one and small group instruction and tutoring in English and Spanish to improve educational levels; computer literacy classes to improve employment skills and prepare for the on-line HSE; and individual guidance and counseling to support student needs.

**2. Financial Gaps:** Due to high poverty rates in the target area, financial assistance is needed to support MSF in attaining a HSE. NNMC HEP will provide: HSE materials and books; testing fees; stipends for transportation to and from class; meal vouchers while attending classes; need-based childcare and healthcare assistance and referrals; and transition scholarships.

**3. Lack of Career and Education Information:** MSFs have not had the opportunity to explore their career, education needs and personal interests due to financial, educational and social barriers. Most MSF are unfamiliar with the process of applying for jobs, college and financial aid. NNMC HEP will provide: job, life, college & career skills classes; STEM Academies; transition workshops; and individualized assistance in transition to postsecondary education/training, upgrade employment or enlist in the military.

**4. Lack of Cultural Appreciation:** As most HEP students come from culturally rich and rural communities, we will ensure participants are exposed to other cultures. NNMC HEP will introduce students to cultural and educational resources, expose them to activities that develop appreciation and acceptance of others, and help them become more informed and involved in the community. According to the U.S. Bureau of Labor, individuals without a HSE or high school

diploma had an unemployment rate of 12.4%, compared to 8.3% for individuals with a HSE or high school diploma.<sup>xiv</sup> 34% of adults (25+) in the target area need adult education services.<sup>xv</sup> Given the connection between educational attainment and SES, a clear gap exists for migrant serving programs in NNM. NNMC HEP will provide opportunities for MSF students wishing to obtain their HSE, access higher education, and attain financial security. The need for the NNMC HEP project is evident given the lack of services, infrastructure, and opportunities in NNM for HSE preparation, especially for MSF.

**1.vi. The magnitude of the results or outcomes likely to be attained by the proposed project.**

HSE attainment leads to lower unemployment and higher wages, which contributes to the overall wellbeing of MSFs and their families. NNMC HEP will improve MSFs educational levels through a varied, multi-level curriculum program that serves the diverse needs of MSF students. Due to lack of academic preparedness in our region, we will improve educational levels and enhance employability by improving reading, writing, and math skills through course specific workshops, individualized instruction, tutoring, test-taking strategies, assessments for HSE readiness, frequent feedback, career planning and advising, collaborating with internal and external entities to enhance education development and lifelong learning opportunities. Through educational and cultural events, students will be exposed to other groups to develop appreciation and acceptance of others.

**2. QUALITY OF PROJECT DESIGN**

**2.i. Goals, objectives, and outcomes to be achieved are clearly specified and measurable.**

NNMC HEP's goal is to provide MSFs an opportunity to attain a NM HSE through effective instruction, skills development, and support services, and enter postsecondary education or training, upgrade employment or enlist in the military through advisement, internal and external collaborations and career planning. NNMC HEP will provide direct support services greatly

needed by MSF as they pursue their HSE and transition. NNMC HEP will enroll 80 MSF each year with the following target measures: **GPRA 1 Measure:** 75% of students will attain their NM HSE credential. **GPRA 2 Measure:** 75% of all HEP graduates will gain employment or will be placed in postsecondary education or training, or will enlist in the military.

<b>Defined goals, objectives and actions to meet GPRA 1 and 2 targets include:</b>
<b>Goal 1. Outreach &amp; Recruitment:</b> Identify & recruit 160 MSFs annually; enroll 80.
<b>Objective 1: Identify eligible students.</b> The Recruiter/Advisor will: contact local school systems and other agencies; renew and establish relationships with MEP, faith-based, non-profit and community organizations; advertise in newspapers, radio, & TV. Outcome: Establish partnerships with organizations that serve MSF communities. Evaluation: Director and Recruiter will compile contact information and conduct follow-up calls/interviews.
<b>Objective 2 - Recruit Potential Students.</b> The Recruiter/Advisor will: coordinate and make presentations at churches, high schools and other organizations; place public service announcements on local radio and TV stations; attend farmers markets, festivals, & education workshops; distribute flyers and pamphlets; maintain HEP website; utilize current students and graduates to recruit new students. Outcome: Make contact with 160 eligible students. Evaluation: Document number of inquiries, new students, and pamphlets/ flyers distributed.
<b>Objective 3 – Determine/Verify Eligibility of Prospective Students.</b> The Recruiter/Advisor and Program Specialist will: review students' applications, collect eligibility documentation, interview applicants, and record findings; assess students in reading & math through GAIN, OPT and TABE for Spanish (7 <sup>th</sup> GLE for eligibility); provide verified documentation and test scores to Director for final approval. Outcome: 80 students will meet eligibility requirements and be enrolled in the program. Evaluation: Student files will be documented to ensure they have been reviewed and signed off by Recruiter, Program Specialist, Instructors and Director.
<b>Objective 4 - Enrollment and Orientation.</b> Orientation sessions will be provided at the beginning of every 6-week term. The Program Specialist will: contact approved applicants; participate in orientation, review contracts, expectations, & policies; meet with students to verify & collect signed forms. Outcome: 100% of all approved applicants will attend orientation. Evaluation: To ensure that all HEP students understand the requirements and expectation in order to complete a HSE. 100% of all students will enter into contractual agreements and complete all the required forms.
<b>Goal 2 - Instruction:</b> Provide resources/instruction to ensure 75% attain a NM HSE diploma.
<b>Objective 1 - Facilities and Classes.</b> Offer instruction in English and Spanish; provide day and evening classes; secure additional sites as needed. Outcome: Secure classrooms and facility use agreements with partners. Evaluation: Review student evaluations, feedback from partners and visit classes/additional sites regularly.
<b>Objective 2 - Provide students with necessary resources to complete the program.</b> Each student will receive: supplies and instructional materials; need-based transportation, meal, childcare and healthcare assistance; orientation; HEP handbook, NNMC catalog, career, college & transition services. Outcome: Participants will receive the financial and educational resources necessary to fully engage in the program. Evaluation: Weekly review of attendance records. Analyze retention data.

**Objective 3 - Provide students with appropriate staff support.** HEP staff will: be available to discuss educational or personal concerns; refer students to collaborative resources; provide additional classes/tutor sessions and secure additional sites; monitor progress using a Student Progress Evaluation Form; weekly meetings to discuss student progress, goals and objectives. Outcome: As an early indicator of non-completion in the program, maintaining accurate attendance records and contact with students is crucial. Evaluation: HEP staff attends weekly meetings to discuss students, GPRA's, attendance, completion, goals and objectives. Obtain student feedback, evaluations and GPRA numbers.

**Objective 4 - Provide students with appropriate instruction.** HEP staff will: assess and place each student in the appropriate level/class; implement curriculum developed for the program's progressive tiered semester; provide Skills Mastery, STEM Academy and adaptive technology classes; develop individual learning and career/transition plans for each student and remediate as needed; develop alternate/additional diagnostic tools as necessary; provide students with group and individualized instruction. Outcomes: 75% of enrolled students will successfully attain their HSE. Evaluation: Director, Instructor evaluations are favorable. Review student data to assess assessments on a regular basis and receipt of a NM HSE diploma.

**Objective 5 - Provide services necessary for receiving a HSE.** Instructors will assess student's readiness for HSE using OPT; Program Specialist will schedule students for HSE testing with the NNMC GED Examiner upon written approval by Instructor; testing guidelines and required testing documentation will be provided; scores will be provided to the HEP program when available; alternative instruction will be provided to those who do not pass. Outcome: 100% of prepared students will take the HSE test. Pass rate will be 75%. Evaluation: Number of students taking and passing the HSE will be documented.

**Objective 6 - Provide cultural and educational opportunities.** HEP staff will: engage students in two cultural and educational events each program year; encourage students to participate in the SW Student Leadership Conference; coordinate volunteer opportunities; encourage student participation/involvement in student committees. Outcome: 100% of students will be invited to participate in cultural and educational activities. Evaluation: Obtain student feedback on events as well as suggestions for future events.

**Objective 7 - Parent/Family Involvement.** To increase HEP students' success in the Program, parents/family will be invited to get involved in the students' education. HEP staff will provide parents/family with: information on program requirements; the HEP Handbook of policies and procedures; invitations to attend orientation and cultural activities; and graduation banquet. Outcome: Ensure that parents/family are encouraged to participate. Evaluation: Number of parents/family participating in HEP events will be documented.

**Goal 3 – Retention:** All HEP students will receive personal, academic, and career counseling. Recruiter/Advisor and Skills Instructors will: provide goal setting advisement; transition guidance to post-secondary/training, employment and military, and services to all students; provide job, skills, college & career workshops and transition services; and provide professional referrals. Outcome: 100% of all students will be advised on goal setting. 100% of participants receiving their HSE will receive transition services. Evaluation: Have students evaluate retention and transition services. Assess student outcomes for success/retention.

**Goal 4 - Invite local business owners and college faculty to speak about workforce and post-secondary opportunities.**

Recruiter/Advisor and Instructors will: invite academic faculty and guest speakers to promote post-secondary enrollment; coordinate workshops with Developmental Education; DWS

<p>enrollment sessions; and offer tours of campus programs. Outcome: 100% of students will attend workshops and Skills classes and STEM Academy. Evaluation: Student attendance records and student evaluations.</p>
<p><b>Goal 5 – Transition:</b> 75% of all HEP graduates will be placed in postsecondary education or training, obtain gainful employment or enlist in the military.</p>
<p><b>Objective 1 - Determine needs and interests of students.</b> The Recruiter/Advisor will: develop goals and timetables with students; assist students in selecting areas of interest and identifying colleges/programs; assist with applications, registration, financial processes. Outcome: 100% of all students will complete goal and career plan. 75% of all HSE graduates will participate in transition services. Evaluation: Review the student goals/timetables and areas of interest regularly. Students will evaluate the effectiveness of assistance and transition services provided at the end of the program.</p>
<p><b>Objective 2 – Generate interagency linkages.</b> HEP students will be provided: counseling, guidance, and legal service information; participate in workshops from the DOL, NNMC, community businesses and health organizations; and receive support from additional interagency HEP linkages. Outcome: 100% of students will receive and participate in service information presentations and workshops. Evaluation: Student feedback.</p>
<p><b>Objective 3 - Assist students with post-secondary placement.</b> To facilitate and promote enrollment in vocational and post-secondary education, the Recruiter/Advisor will: coordinate with EOC, CAMP and Financial Aid to provide workshops; schedule COMPASS workshops; and meet individually with all students to complete transition requirements. Outcome: 100% of all HSE graduates attending post-secondary education or training will have assistance in completing the necessary financial and application requirements. Evaluation: Follow-up on college placement statistics. Students evaluate services.</p>
<p><b>Objective 4 - Assist HSE graduates with career placement.</b> The Recruiter/Advisor will: schedule workshops with NMWS and assist students with applications for career opportunities; invite professionals to discuss career opportunities and requirements; meet individually with students to assist in the completion of job applications, cover letters, resumes, personal statements. etc.; and refer students to employment agencies. Outcome: Students needing gainful employment will be provided with career placement assistance. Evaluation: Review records for employment with DOL and student follow-up surveys.</p>
<p><b>Objective 5 - Provide HSE graduates with military service opportunities.</b> The Recruiter/Advisor will: invite local recruiters to provide workshops. Outcome: Students that participate in military service workshops will evaluate their effectiveness. Evaluation: Follow-up with recruiters for enlistment numbers.</p>

The program's evaluation plan will provide ongoing feedback from students and staff to ensure continuous improvement of services and attainment of goals and objectives. Improvement will be built into every level of the program to ensure high quality service and openness to new ideas. The Program Design establishes a framework for clearly defined goals and objectives with

actions and measureable outcomes. To ensure achievement of the program's goals, evaluations serve as an accountability process.

**2.ii. The design will successfully address the needs of the target population.**

**Outreach and Recruitment:** NNMC HEP is a commuter program accessible to MSF and their immediate family and understands the barriers they face. We will serve participants who work, have children, or face other barriers that conflict with traditional ABE programs. We will have a full-time bilingual recruiter to identify eligible students, provide bilingual materials, assist students with application processes and collaborate with entities that serve MSF. Upon completion of eligibility requirements, students with the greatest need will have the first priority to participate in the NNMC HEP program (#1 low-income and first generation college student, #2 individuals with disabilities, and #3 single parents).

**Instruction:** The proposed program is designed for participants at different grade levels and academic needs. Content will be delivered in Spanish and English and offered in the day and evening. Faculty and staff are bilingual. Prior to class placement, students are required to attend a week long math and language arts skill building workshop. Terms are divided into intensive, progressive sessions (HSE I: 7<sup>th</sup> – 9<sup>th</sup> GLE and HSE II: 10<sup>th</sup> – 12<sup>th</sup> - test ready). Programs of study are developed using appropriate skill level assessments and Student Educational Plans. At the end of a term, students will be post-tested to determine areas of instructional focus, progression and HSE readiness. Students will be provided with at least 20 hours of subject instruction each week and an additional 10 hours of Skills Mastery Classes, computer technology, STEM Academy and tutoring sessions. Students needing more help will meet with instructors and tutors and discuss/change their Student Educational Plan. Computer technology

instruction is integrated into each subject area class, as well as a separate skills class, to provide support in the areas most needed for HSE testing as well as college and career readiness.

**Financial Support Services:** In light of the increasingly high number of single-parents and residents without health coverage, need-based childcare and healthcare assistance will be provided. As most participants will have to drive to and from class, they will receive transportation assistance and meal vouchers. Books and materials will be provided as well as the OPT and official HSE test fees. NNMC HEP will refer participants to partners for housing, food, counseling, and other required needs. HSE graduates will receive a transition scholarship to encourage enrollment in postsecondary education or training.

**Supportive Services:** NNMC HEP understands that families affect each participant's success; therefore we will emphasize family involvement and learning communities. Each term, families will be invited to orientation to understand the commitment and benefits of HEP and earning a HSE. We will provide exposure to cultural events, academic programs, and other activities for HEP students and their families, which usually are not available to the MSF community, as well as the graduation dinner, and the SW Leadership Conference. HSE attainers will take part in advising and career planning to learn about transfer and vocational programs, explore career and military options, and receive assistance with completing applications, financial aid forms, and scholarships.

**2.iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.**

Internal community agency partners as well as internal support partners are essential to the effective delivery of services to HEP participants and the overall success of the project. It is crucial to maintain partnerships and secure additional collaborations as these bonds not only provide resources for MSF, but referrals to the project. Highlighted partners include: New

Mexico Department of Workforce Solutions (employment resources); NM Public Education Department and MEP (recruitment and resources); Hands Across Cultures (health, education and well-being); Eight Northern Indian Pueblos (health, education and economic programs); Inside Out Organization (job development services); and Chimayo Youth Conversation Corporation (employment skills and projects). The program will continue to work closely with these organizations, and collaborate with others to generate greater resources (including the Northern Rio Grande STEM Collaborative and McCurdy Charter School – letters of support included in appendices); thus supporting the identification, exchange, and use of knowledge to enhance the capacity of those involved in servicing MSFs.

**2.iv.** The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.

Being housed in a four-year college and within the Office of Institutional Advancement (academic advisement, student success center, ABE, and other grants), the project can benefit from the college's infrastructure and support services in various areas. Its placement also fosters close collaboration with other student outreach and support services serving similar populations, including sharing of best practices, technical expertise, and educational resources. The available resources which will allow for an increase in efficiency in use of time, staff, money and other resources are indicated in Table 2 below.

**TABLE 2: Available Resources**

NNMC ABE	Provide additional educational level gain(s) before enrolling in HEP. Curriculum is shared when appropriate as well as best practices.
NRG STEM Col-lab	Provides HEP students access to coursework to strengthen STEM academic programs (STEM Academy) as well as provide high-quality professional development for HEP faculty. (Invitational Priority)
NNMC Math & Writing Centers	Provides HEP students additional one-on-one tutoring in essay writing and math and COMPASS (college placement exam) workshops.
EOC	Provides information about post-secondary education opportunities to adults who are low income and first generation college bound.
CAMP	Provides support and retention services to first-year college students

	from migrant and seasonal farm worker families.
Accelerate	Technical trainings and job placement.
First Year Experience	Promote student success in college and beyond through strategies, skills, and resources.
Disability Services Center	Provide consultation services to HEP students and staff. Assist in completing HSE testing accommodation forms.
GED Testing Center	Provides on-site testing as well as additional testing dates if necessary.
EXITO Counseling	Provides students with free on-campus counseling.

### **3. QUALITY OF PROJECT SERVICES**

The NNMC HEP project will provide a comprehensive service delivery plan utilizing the extensive facilities at NNMC and its high quality personnel to accomplish the project's goals, objectives, and outcomes. These objectives, along with their measurable outcomes, have been established to insure effectiveness and accountability. The measurable project objectives will be implemented with consideration for each student's ability to benefit from the services offered, a project timeline has been set indicating what will be accomplished, and an evaluation plan that includes formative and summative measurements of the accomplishment of program objectives.

**3.i.** The extent to which the training or professional development are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients.

Staff and faculty are provided professional development opportunities to learn about the changes, trends, teaching methods and learn from experts in the field in order to grow professionally; thus better serving student's needs. Staff and faculty will participate in NNMC's three day training at the beginning of each semester (FERPA, Title IV, procurement, etc.). Staff will attend a one-day workshop at the beginning of each term to plan the instructional strategies and support services for incoming HEP students. Faculty will participate in a one day NNMC STEM faculty training the beginning of the academic year to learn about innovative and hands-on teaching strategies that will lead to instructional improvement. Two staff members will participate in the three day National HEP/CAMP Conference, and all staff will participate in the

two day New Mexico Adult Education Association annual conference to learn about best practices that can be incorporated in to the program, and if feasible, the Mountain Plains Adult Education Association Conference. The director will attend the three-day OME Director's Meeting and New Director's meeting in Washington D.C. If feasible, two instructors will attend the two-day National Commission on Adult Basic Education Conference. Instructors will participate, along with up to eight (8) students, in a two-day Regional HEP/CAMP Student Leadership Conference. Staff and faculty will also have the opportunity to participate in on-line courses provided by the field and OME.

**3.ii. The extent to which the services provided are focused on those with greatest needs.**

In addition to a large population of MSFs, the target area also experiences high rates of poverty, unemployment, drop-outs and low educational levels. These students are considered to be among those with greatest needs. The project will accept students at the 7<sup>th</sup> grade level. NNMC Disability Services Center and EXITO Counseling Office will provide services for students requiring accommodations and recommendations. The project will also develop Individual Educational Plans for each student and provide continual review of the Plan, goal setting and tracking of student progress. Utilizing an Early Alert System, the program will be able to identify students in need of additional/individualized support. Weekly staff and student update meetings will enable us to identify students in need of additional support. Instructors will meet with students one-on-one every three weeks to discuss progress and any issues.

**3.iii. Services provided will lead to improvements in the skills necessary to gain employment.**

The program is designed to not only provide subject knowledge in reading, writing, math, science, and social studies, but also provide students with communication and leadership skills,

computer skills, employability skills, and goal-setting for success through our Skills Mastery Classes, STEM Academy, as well as educational events and activities (Table 3 below).

<b>TABLE 3: Improvement in Employment Skills</b>
<b>Life &amp; Job Skills Curriculum:</b> Identifying personal skills; professional dress; work ethics; time and stress management; managing money; following and giving direction; interpersonal skills.
<b>College &amp; Career Skills Curriculum:</b> Identify career interest areas; cover letter and resume; interview skills and mock interviews; and college and academic planning and exploration.
<b>Leadership 101/First Year Experience:</b> Developing non-cognitive skills; cultural awareness and diversity; involvement and integration with community.
<b>NNMC Events, Activities and Workshops:</b> At NNMC's Career Days, health fairs, and workshops students will gain valuable career development and job availability information.
<b>Computer Technology Class:</b> Computer keyboarding and navigation; exploring the web; e-mail; internet using web-based and teacher-facilitated curriculum; and file management.
<b>STEM Academy:</b> Enhance critical/investigative thinking and reading/writing skills, as well as knowledge about their future choices and careers.
<b>Individual Counseling/Advising:</b> The Recruiter/Advisor will assist students in identifying their personal, academic and career needs.
<b>Educational and Cultural Events:</b> Field trips to educational institutions, cultural and historical sites will complement classroom instruction. Up to 10 will attend the SW Leadership Conf.

#### **4. QUALITY OF PROJECT PERSONNEL**

The full-time bilingual HEP staff will consist of: Project Director, two degree level Instructors teaching science, social studies, math, language arts and reading; a Recruiter/ Advisor; and a Program Specialist. Part-time staff will include adjunct faculty and tutors. Should a HEP position become vacant, the search process will comply with NNMC's hiring policies to ensure applicants from traditionally underrepresented groups are given full consideration.

##### **4.i. Qualifications, including relevant training and experience, of the project director.**

HEP Director, [REDACTED], has over [REDACTED] years of experience working with multi-ethnic HSE students in her capacity as an ABE Director and previous HEP Director (2013-2014). She has five years' experience as Executive Director in charge of providing professional development to NM ABE programs and two years' experience in TRIO SSS where she provided advising and

counseling to first-generation college, low-income and disabled students. She is a certified test administrator in Wonderlic GAIN, TABE, WorkKeys and CASAS, and is certified in LACES, Leadership Effectiveness, principal investigator, and conflict resolution.

**4.ii. The qualifications, including relevant training and experience of key project personnel.**

The NNMC HEP staff is highly trained and experienced in serving underrepresented minorities, and each is sensitive to and aware of the unique characteristics and needs of MSFs. NNMC maintains detailed hiring policies to ensure thorough recruitment, screening and evaluation of all personnel, and is committed to equal employment opportunities. Key Project Personnel are in Table 4 below. All personnel are bilingual in Spanish. Other essential program staff will include adjunct faculty and tutors. Resumes and job descriptions are in the appendices.

**TABLE 4: Key Project Personnel**

**Lead Full-time Instructor** [REDACTED] - 15 years of HSE instruction experience in all subject areas, as well as 14 years of ESL instruction, holds a B.S. in Economics and TOEFL Certificate. Her certificates include Making Textbooks Talk (active instruction), Teaching Multi-level Classes using Multiple Intelligences and Power Path Learning Differences. She is a certified test administrator using TABE, CASAS, and Wonderlic GAIN.

**Full-time Instructor** [REDACTED] - 12 years of teaching and tutoring experience in English and Spanish, holds a B.A. in English and a TESOL Certificate. He has presented at several ABE Conferences: "Engaging English: Teaching English in a Bilingual English/Spanish Program" and "Transforming Adult Education...Exceeding the Limits.". Certified test administrator in GAIN.

**Full-time Recruiter/Advisor** [REDACTED] - 6 years of HSE instruction, 7 years' as Deputy Director of YouthWorks, 4 years' experience adjunct instructor (STEM), and holds a B.A. in Cultural Studies and minor in Education.

**Full-time Program Specialist** [REDACTED] - 14 years' experience working with HSE students, holds a B.A. in Business Management, is a certified test administrator in TABE, Wonderlic GAIN, CASAS, and holds certificates in LACES database, NRS, basic bookkeeping, at-risk students, and domestic violence training.

**5. QUALITY OF MANAGEMENT PLAN**

**5.i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones.**

NNMC HEP will achieve its objectives on time and within budget by following a management plan with clear responsibilities, timelines, and milestones for project

accomplishment. The HEP Director is ultimately responsible for all project activities. The Director reports directly to the VP of OIA and the Director and the VP will meet monthly to ensure accomplishments of the project goals are being met. NNMC HEP's budget conforms to federal regulations and effectively uses resources to achieve project objectives. Purchases, travel requests and reimbursements, personnel hires, and budget changes require approval by the VP and the Grants Manager (GM). Internal expenditure records will be reconciled monthly by the Grants Accountant (GA).

The GM, HEP Director and Program Specialist will maintain an internal accounting system of all expenditures, with official expenditure records maintained by the Business Office & GA. HEP will adopt NNMCs audit schedule. The HEP Director will be responsible for personnel management. Weekly meetings will allow staff to review benchmarks. At the end of each six week term, HEP staff will use data tracking reports, and analyze student progress and needs, and adjust services as needed. The Program Specialist and the Recruiter/Advisor will be responsible for the student database record system that contains information, such as personal and academic history, attendance, stipend information and referral information. The Director will work the staff to ensure that the program follows a schedule of orientation, instruction, testing, and advising that will serve 80 students. HEP will offer instruction and services during four 6-week terms spanning from August to early June. In late summer, the Recruiter/Advisor will begin student recruitment and outreach to community partners and NNMC programs and will be ongoing. Throughout the year, faculty will develop and refine curriculum and identify classroom resources. These responsibilities and milestones ensure NNMC HEP meets its enrollment objectives, graduates at least 75%, and ensures 75% of HSE earners continue in post-secondary education or training, upgrade employment or join the military.

**Outreach, Recruitment and Identification:** Student recruitment is ongoing beginning in June. From a pool of 140 applicants, using the GAIN, OPT, TABE to assess readiness and after certifying eligibility and need assessment, we will recruitment and identify 80 HEP participants per year. **Responsibility:** HEP Director, Recruiter/ Advisor, Faculty & Staff. **Activities/Milestones:** Weekly meetings, recruitment plan, outreach scheduling & tracking, student file documentation, GAIN/TABE and OPT scores. **Timeline:** Recruitment plan in place prior to beginning of academic year. Recruitment and assessments ongoing.

**Instruction & HSE Completion:** 75% of participants will attain a HSE. **Responsibility:** HEP Director, Lead Instructor. **Activities/Milestones:** Curriculum designed. **Timeline:** Prior to the beginning of the academic year and reviewed after a 6-week term. **Responsibility:** HEP Director, Recruiter/Advisor, Faculty & Staff. **Activities/Milestones:** Orientation/ class schedules are provided (beginning of each 6 week term), student education & career plans on file, weekly meetings, instruction/tutoring begins (student attendance, evaluations, feedback, & progress reports). 100% of students receive support services and participate in cultural/ educational events (student attendance, evaluations and feedback). OPT (scores, feedback & additional services if needed). Schedule HSE exam (HSE certificate issued). **Timeline:** On-going.

**Transition Services:** Provide advising, resources and referral to assist 75% of graduates in transitioning to post-secondary or training programs, upgrade employment or enlist in the military. 100% of students will participate in skills classes, career exploration, financial aid and college prep workshops. 75% of graduates will complete financial aid and scholarship packets. **Responsibility:** HEP Director, Recruiter/Advisor, Faculty & Staff. **Activities/Milestones:** Skills classes (feedback & outcomes), financial aid/scholarship, CAMP, EOC, Workforce Solutions, and military workshops (attendance records, evaluations, feedback, outcomes, and documentation of transitioned students to post-secondary, training, job, military), weekly meetings. **Timeline:** On-going.

#### **5.ii. Procedures for ensuring feedback and continuous improvement.**

Feedback and continuous improvement are built into every stage of the management plan. Weekly HEP staff/student update meetings, weekly and monthly OIA meetings, and bi-annual HEP Advisory Committee meetings ensure that staff, community partners, NMCC administrators, and participants have input. The most effective method of recruitment, retention, and follow-up is personal contact with students; thus every student will have consistent, supportive contact from all HEP staff. Instructors and Recruiter/Advisor will provide students with supportive feedback and strategies for improvement during office hours. Instructors and tutors will meet regularly to review instruction practices, student work and other instructional

issues and improve instruction when necessary. This type of informative evaluation is ongoing and improvement is continuous.

**5.iii.** Extent to which time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives.

The NNMC HEP project will exist under OIA with other grant-funded student service projects. The VP of OIA is the PI, serving pro bono. The VP will work closely with the Director to ensure the project meets its objectives on time and within budget. Below are the key personnel time commitments, adequate to meet the proposed project objectives.

<b>Principal Investigator:</b> The PI is pro-bono. Provides high-level support and mentoring.
<b>Director:</b> 100%. The project director oversees administrative and budgetary management, including staffing, services, evaluation, and reporting.
<b>Instructors:</b> 2 100% instructors (1 lead). Instructors teach assigned subjects by preparing, formulating, executing, and evaluating lessons; prescribe and monitor progress on STEMs; maintain and manage their classrooms as creative learning environments; monitor students' academic progress and assessments; maintain student and academic performance attendance records; course scheduling, and supervision of adjunct faculty and tutors.
<b>Recruiter/Advisor:</b> 100%. Markets HEP, travels throughout the NNMC district to present and meet with farmworkers and families, coordinates with community partners, assesses applicants both academically and for barriers, provides academic and career advising, contacts participants to monitor progress and needs. Administers intake and OPT assessments; assists with orientation and career workshops, assists with educational and cultural events.
<b>Program Specialist:</b> 100%. Assists the Director with budget administration and control, responsible for specialized recordkeeping and database management and information-gathering projects and tasks, serves as an internal and external operational/administrative liaison, and participates in the development and implementation of program projects.
<b>Part-time/Hourly Staff:</b> Adjunct faculty, tutors, and office staff will be hired as needed to offer one-on-one and small group tutoring as well as office help.

**5.iv.** The adequacy of mechanisms for ensuring high-quality products and services.

A HEP Advisory Committee will be created to ensure high-quality products and services are brought to the operation of the project, recommend service delivery improvements to HEP staff, and generate additional HEP support at NNMC and in the community. The six member Committee will be chaired by the HEP Director and convene quarterly. Members will include current and former HEP students, parents, NNMC staff, faculty and community members.

Student surveys will be provided to the Council with project feedback. The Advisory Committee along with the management timeline, project design, and the plan for continual improvement of services are methods by which NNMC HEP ensures a high-quality program for each participant.

## **6. ADEQUACY OF PROJECT RESOURCES**

NNMC is supportive and places a high value on the HEP proposal. HEP students will have full access to the facilities and services NNMC has to offer. Additionally, HEP students will enjoy unique and specialized services provided to them by the highly trained HEP staff and NNMC faculty.

### **6.i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

NNMC's available resources for the successful operation of the HEP Project are as follows:

**Facilities:** NNMC will provide HEP with four staff offices (Director, Program Specialist and Recruiter/Advisor, and Instructors), tutoring room/conference room, a reception area, and two classrooms with ample room to accommodate 24 students. Also available is the Student Success Center's computer lab and instructional area. **Equipment:** NNMC will provide a copy/fax machine and classrooms will be equipped with TV monitors/DVD players/projectors. **Supplies:** Classrooms and offices will be fully furnished. HEP staff will have computers with full access to the computer network, including site licenses for Microsoft applications and technical support. **Other Resources:** The NNMC GED Testing Center will provide additional testing dates as needed for HEP students. The Math and Writing Centers will provide tutoring. The STEM Col-lab will provide classes/workshops and professional development for instructors. NNMC has a certified on-site counselor and referral services for students. NNMC's Public Information Office assists in designing brochures, recruitment materials and press releases, and the HEP-dedicated website page. The HEP program will be provided with administrative support services.

**6.ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

Community agency partners as well as internal support partners are essential to the effective delivery of services to participants and the overall success of the project. NNMC has numerous collaborations and commitments from government, educational and workforce agencies, health services organizations, higher education, non-profit, and local businesses. These partners have pledged to help recruit participants, provide information about careers and military service, provide vital services like housing, childcare, and health care and assist HEP students in obtaining gainful employment.

<b>Partner/Collaboration</b>	<b>Commitments</b>
Coalition for Literacy*Let's Read	Offers literacy education and support
NM Higher Education Department, ABE Division*Public Education Department of NM*NM Migrant Education Program	Refers students to HEP; offers assistance to migrant families; provides training and materials; assists HEP with data collection.
RAC Outreach and Prevention Program*Las Cumbres Community Services*NM Legal Aid*Española Food Pantries*Crisis Center of NNM*NM Supplemental Nutrition Assistance	Assistance with housing, food, utility bills, injustice and inequality, and other social and human services. Provide training materials. Provide support services.
Española Teen Center*8 Northern Pueblo's Outreach Center*Hands Across Cultures*YMCA*RA and Santa Fe School.	Student referral; youth development and leadership; after school programs; offers services and support to migrant families;
El Centro Familia Health*Española Dental Clinic*La Clinica De Rio Arriba*La Clinicas del Norte*NM Health Insurance Exchange	Provide free or low-cost dental/health care and referrals; provides health education focused on prevention and wellness.
NNMC Communications & Marketing	Provides free advertising
UNM-Los Alamos & Taos Branches*SF Community College*UNM-Albuquerque	Provides information, tours, advising and referrals.
NM National Guard*NM Workforce Solutions*Accelerate Program*NM Human Services Dept.*Española Chamber of Commerce	Provides training, job opportunities, upgraded employment, military service, and small business creation and development

**6.iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

The proposed budget is reasonable, cost-effective, and adequate to support the project considering the number of academic services provided and the quality of project personnel. It

includes adequate funds to provide excellent recruitment, instruction and tutoring, support, and transition services that will prepare 80 eligible students annually for success. The HEP Director will dedicate 100% of her time to ensure services are adequately administered. Funds for full-time instructors (1 HSE in Spanish) enable proper instructional services. The 100% Recruiter/Advisor and 100% Program Specialist ensure student support services are being met. The second area of greatest expense is direct student assistance (transportation, meals, HSE testing fees). Materials and services are budgeted based on actual costs.

**6.iv. Costs are reasonable in relation to the number of persons to be served and benefited.**

NNMC HEP proposes to serve 80 students at an average annual cost of \$5,765 per participant (national average cost for 2012-2013 was \$5,874) and is based on the amount of instruction and services needed to serve MSF. The largest portion of the budget is for personnel costs, adequate to attract/maintain qualified staff, followed by direct student services. Costs are reasonable in light of the benefits to students and society due to increased earning potential.

**6.v. Potential for incorporating project purposes, activities, benefits into the ongoing program of the agency or organization at the end of Federal funding.**

Effective curriculum and instructional best practices are the most sustainable activities. NNMC's ABE program continues to implement practices that proved to be effective by our past HEP project. We plan to collaborate with regional secondary schools to expand access to and implement such practices. Effective curriculum is also embraced by the College's developmental faculty as HSE attainers show a decreased need for remedial instruction. Additionally, transitional skill building remains integral to our existing HSE prep activities. Inevitably, access to these services decreases significantly when project funding expires.

## **7. QUALITY OF PROJECT EVALUATION**

### **7.i. The extent to which the methods of evaluation are appropriate.**

Evaluation strategies measure progress toward outcomes and objectives, use qualitative and quantitative measures, and with formative evaluations and outcome with summative evaluations. Data will be collected about recruitment and applications, applicant eligibility, educational needs and attainment, barriers to participating and benefiting from services, and observations about applicant modification, goals, and additional needs. This data ensures NNMC HEP is recruiting appropriately and is matching services to community needs. Data will be collected about student progress, attendance, test scores, use of services, and HSE test scores. Instructors will monitor progress and recommend additional services as necessary. Daily interactions address other needs and ensure participants are referred to appropriate services. Data will be collected as students earn HSEs and take part in follow-up services, and transition to post-secondary or training, job improvement or military service. HEP staff will use a detailed calendar showing HEP objectives, activities to obtain each objective, evaluation criteria, staff responsible, deadline, and method of feedback. This will result in evaluations providing feedback and improvement. Student satisfaction will be measured periodically through written evaluations of specific program services and as they exit the program. Weekly staff meetings will include regular updates on progress toward meeting project objectives, as well as evaluations of the effectiveness of specific strategies. Monthly, the HEP Director and the VP will review progress toward meeting project objectives and strategies needed for improvement. The HEP Director will meet with staff to review student evaluations and data collected to identify areas of services and processes that need improvement and include them as an action plan item that will be provided to the VP. A comprehensive evaluation at each stage is integral to the HEP Program. Evaluation will take place at four levels and is formative and summative in scope. Results of the analysis of

the formative elements are used to make corrections and changes during the academic cycle. Results of the summative evaluation are analyzed to determine the overall effectiveness of the project initiatives and of the overall program to determine if program goals were achieved.

**7.ii. Methods of evaluation provide for examining the effectiveness of project strategies.**

NNMC HEP will conduct formative and summative evaluations. The Director will monitor staff to ensure daily and weekly progress and will continually evaluate progress toward outcome via assessments, intake and exit interviews, assessments, records of services and disbursements, community input, follow-up calls, employer contacts, and data. Data will be analyzed quarterly to inform recruiting strategies, partnerships, instruction and tutoring, hours of operation, or other services critical to student success. An external evaluator will provide additional perspectives essential to promoting increased effectiveness of project strategies. The external evaluator (██████████) will annually review all aspects of the program's operations; compliance with eligibility criteria, need, services provided, and outcomes; interview program staff and students; classroom observations; review of student satisfaction surveys; and progress toward benchmarks established for each objective.

**7.iii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Internal evaluations, comments, suggestions and recommendations made by students and Instructors will be used to continuously adapt the program's practices as appropriate. Additional working teams will be used to identify and problem-solve issues and improve functions. An annual evaluation, using an external evaluator, will provide feedback pertaining to the effectiveness and quality of services being provided, and attainment of the program's goals and objectives. **Level One** will measure student satisfaction with the program using student surveys: enrollment and orientation evaluation; Instructor evaluations; and transition services evaluations,

which provides end-of-term program evaluation. **Level Two** will measure student learning and academic success after participation in the program, and will compare overall score averages and length of participation in classes. Individual student progress evaluations will take place every 3 weeks. **Level Three** will measure the program's impact on retention, graduation and transfer rates for students who participated in the previous year and determine yearly improvement. **Level Four** will measure success in fostering an institutional climate supportive of student success and to ensure that an environment that fosters academic progress has been established. Table 5 below summarizes the various evaluation elements.

**Table 5 Evaluation Components Summary**

<p><b>Level: Student Satisfaction.</b> <b>Data Collected:</b> # of students who participate in the program. <b>Collection Method:</b> Program Records. <b>Time Frame:</b> End of each semester. <b>Data Collected:</b> # of students who participate in class, skills training workshops, tutoring, and cultural activities. # of students who are satisfied with program elements and activities. <b>Collection:</b> Student surveys and student interviews. <b>Time Frame:</b> End of each project activity. <b>Use:</b> Recruitment and advisement of students. <b>Expected Outcomes:</b> Effective utilization by HEP eligible students. 80% above average satisfaction with the program.</p>
<p><b>Level: Academic Preparation.</b> <b>Data Collected:</b> Intake Assessment. <b>Collection Method:</b> Test scores. <b>Time Frame:</b> Beginning of each term. <b>Data Collected:</b> End of 6 week term assessment. <b>Collection Method:</b> Post-test scores tracking system. <b>Time Frame:</b> End of each term. <b>Data Collected:</b> Faculty feedback. <b>Collection Method:</b> Faculty/student evaluations, educational plans &amp; weekly meetings. <b>Data Collected:</b> OPT. <b>Collection Method:</b> Test scores. <b>Time Frame:</b> End of each term. <b>Data Collected:</b> HSE credential. <b>Collection Method:</b> Test scores. <b>Time Frame:</b> End of each term. <b>Use:</b> Determine changes to structure or activities. <b>Expected Outcomes:</b> 80% will attain HSE &amp; prepared to transfer.</p>
<p><b>Level: Impact on retention, graduation and transfer rates.</b> <b>Data Collected:</b> # of participants who receive a HSE. # of students who transfer to postsecondary institution or training program, obtain gainful employment, or join the military. <b>Collection Method:</b> HEP records, test scores, &amp; tracking system. <b>Time Frame:</b> End of each semester. <b>Use:</b> Determine if retention, HSE completion and transfer rates of HEP students have increased. <b>Expected Outcomes:</b> 80% receive HSE, 75% transfer, enter gainful employment or the military.</p>
<p><b>Level: Impact on NNMC's ability to assist HEP students transferring into postsecondary educational programs.</b> <b>Data Collected:</b> # of students who apply and are accepted into NNMC programs. # of students that receive scholarships and financial aid. # of students who graduate with certificates, AA or BA/BS. <b>Collection Method:</b> NNMC enrollment, financial aid and graduation records. HEP student tracking system. <b>Time Frame:</b> End of each grant year. <b>Use:</b> Determine what other resources are needed to assist HEP students to succeed. <b>Expected Outcome:</b> Infrastructure that supports increased numbers of HEP students succeeding in college.</p>